



## Application

### 147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

151419 - Growing Teachers Through Teacher Leader and Compensation  
Teacher Leadership and Compensation System

Status: Under Review  
Signature: Julie Runksmeier

Submitted Date: 2016-01-13 10:38:48  
Submitted By: Julie Marie Runksmeier

## Applicant Information

### Project Officer

AnA User Id JULIE1.RUNKSMEIER@IOWAID  
First Name\* Julie Marie Runksmeier  
Title:  
Email:\* jrunksmeier@northunion.k12.ia.us  
Address:\* 203 5th St. N.

City\* Swea City Iowa 50590  
City State/Province Postal Code/Zip  
Phone\* 515-272-4361  
Phone Ext.

Program Area of Interest\* Title IIA  
Fax: 515-272-4391  
Agency

### Organization Information

Organization Name:\* North Kossuth CSD  
Organization Type:\* K-12 Education  
DUNS:  
Organization Website: www.nsk.k12.ia.us  
Address: 203 5th St. N.

City Swea City Iowa 50590  
City State/Province Postal Code/Zip  
Phone: 515-272-4361  
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Benefactor  
Vendor  
Number

## Cover Sheet-General Information

### Authorized Official

Name\* Julie Runksmeier  
Title\* Elementary Principal  
Organization\* North Kossuth CSD  
If you are an individual, please provide your First and Last Name.  
Address\* 203 5th St. North

City/State/Zip\* Swea City Iowa 50590  
City State Zip

Telephone Number\* 515-272-4361

E-Mail\* jrunksmeier@northunion.k12.ia.us

**Fiscal Officer / Agent**

Please enter the "Fiscal Officer" for your Organization.

If you are an individual, please provide your First and Last Name.

Name\* Julie Runksmeier

Title

Organization

Address

City/State/Zip

Iowa

City

State

Zip

Telephone Number

E-Mail

County(ies) Participating,  
Involved, or Affected by  
this Proposal\* Kossuth County

Congressional District(s)  
Involved or Affected by this  
Proposal\* Statewide  
Congressional Map

Iowa Senate District(s)  
Involved or Affected by this  
Proposal\* Statewide  
District Map

Iowa House District(s)  
Involved or Affected by this  
Proposal\* Statewide  
District Map

## Minority Impact Statement

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**Question # 1**

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons. \*

Not Applicable

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

**Question # 2**

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons. \*

Not Applicable

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

### Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.  
\*

Not Applicable

If YES, present the rationale for determining no impact.

### Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.\*

Yes

Name of Person Submitting Certification.\*

Julie Runksmeier

Title of Person Submitting Certification\*

Principal

## Recipient Information

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District\*

North Kossuth Community School District  
Use the drop-down menu to select the district name.

County-District Number\*

55-4778

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific

Name of Superintendent\*

Mike Landstrum

Telephone Number\*

515-272-4361

E-mail Address\*

mlandstrum@northunion.k12.ia.us

Street Address\*

203 5th St. N.

City\*

Swea City

State\*

Iowa

Use the drop-down menu to select the state.

Zip Code\*

50590

## TLC Application Contact

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**Honorific** Mrs.  
**Name of TLC Contact\*** Julie Runksmeier  
**Telephone Number\*** 515-272-4361  
**E-mail Address\*** jrunksmeier@northunion.k12.ia.us  
**Street Address\*** 203 5th St. N.  
**City\*** Swea City  
**State\*** Iowa  
Use the drop-down menu to select the state.  
**Zip Code\*** 50590

## Demographic Profile

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**October 2014 Certified Enrollment** 270

**October 2014 Free/Reduced Lunch %** 57

**AEA Number**

**Please select the TLC model number that most closely resembles your district plan.**

**TLC Model Number\*** Model 2 – Instructional Coach Plan

## Narrative

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**Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)**

The mission of North Kossuth Community School District is to empower all students to become productive, responsible citizens of an ever-changing global society. Although our mission refers to students, we believe that the goal of productivity and responsibility in an ever-shifting worldwide community also applies to teachers. NK has been placed on the Annual Yearly Progress (AYP) watch-list in both reading and mathematics and last year the elementary school was a SINA-1 school. Therefore, we urgently need to increase student achievement scores on standardized assessments, improve reading across content literacy, and prepare all students to achieve at high levels of mathematics for success beyond high school. Additionally, as a small rural district surrounded by larger districts able to offer more in terms of salary and benefits, we need a system to recruit and retain high-quality teachers. In planning for the grant, we took great efforts to involve all stakeholders. The feedback we gained has enabled us to develop a plan that will empower teachers to become leaders and accelerate student achievement.

Quality Planning Process- In planning for the grant, we took great effort to involve all stakeholder groups. The feedback we gained from the groups, combined with research into effective teacher leadership, has enabled us to develop our plan for teacher leadership and improved student achievement.

Connecting State & Local Vision & Goals-

North Kossuth School will create a teacher leadership system that promotes, supports, and compensates teachers who collaborate reflectively with new and experienced peers, share their expertise, and implement concept-based strategies and technology tools that empower all students to become productive, responsible citizens of an ever-changing global society.

Connections to Educational Improvement Efforts

Improved Entry Into the Profession-

Another important component of our plan is the role Teacher Leaders will play in improving entry into the profession. The current mentoring and induction has been developed locally and will be improved by personalizing and contextualizing the work of entry-level teachers. We will provide a means for mentor pairs to meet regularly to plan, observe, and reflect.

#### Teacher Leader Roles

##### Instructional Leader

-Responsible for overseeing and monitoring implementation of the leadership system, providing coaching, and leading the planning and facilitation of professional learning.

##### Teacher Leaders

-Support teachers with co-planning and co-teaching, share professional resources, and collaborate on the planning and facilitation of professional development

##### PLC Coaches

-Guide PLC groups in studying student data and instructional strategies and support professional development.

##### Mentor Teachers

-Support beginning teachers through co-planning, analyzing data, providing demonstrations, as well as observing new teachers and providing effective feedback.

##### Model Teachers

-Support teachers by opening their classrooms for observations and lead the way in establishing a video bank of best practice within the district.

#### Rigorous Selection Process-

A selection committee made up of teachers and administrators will screen candidates for leadership positions. Candidates will be asked to complete a questionnaire, take a personality assessment, submit videos of their work with students and adults, and participate in an interview.

#### Integrated Professional Development-

Our TLC plan supports our professional development plan by providing the necessary personnel to carry out the plan throughout the school year in all classrooms. Professional development days do not allow adequate time to meet the individual needs of teachers related to implementation of effective practices that raise student achievement. By increasing the number of teachers with expertise, we increase the opportunity to reach the teachers of all students at NK.

#### Evaluation of Effectiveness-

We will evaluate the effectiveness of our TLC plan by looking at improved student learning, improved consistency in classrooms, the number of initial teachers meeting the eight Iowa Teaching Standards, reduced teacher turnover, and success in meeting the district's short- and long-term Comprehensive School Improvement Plan (CSIP) goals.

#### Sustainability-

All stakeholder groups in our district support the work of the TLC plan. District administrators and board members ensure their support in sustaining the plan.

#### Allocated Budget-

The budget for our TLC plan is aimed primarily at paying the costs for teacher leaders to be out of their classrooms. Our budget allocation is being used to hire new teachers to replace teacher leaders, pay supplements to teacher leaders, and to provide professional development to the leaders.

The North Kossuth TLC team is excited about the possibilities that the grant brings to our district. The Teacher Leaders will help us strengthen instruction through collaborative, coherent, differentiated, and sustainable improvement strategies.

**Please select the TLC model number that most closely resembles your district plan.**

**TLC Model Number**                      Model 2 – Instructional Coach Plan

## Narrative

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Using Part 1 application narrative from previous application?\*

Yes

### Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.

b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.

c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

The NK SIAC consists of administrators, teachers, staff, parents, community members, and most importantly students. We realize that changing our culture requires designing the change process as well as structures incorporating the educational research base related to what works. All of this must be done, however, with sensitivity to the local history, current culture, and vision. We are aware of the extensive expertise that exists in our teaching staff and are excited about the opportunity to give staff more opportunities for differentiated leadership roles.

Planning Grant Time/Resources:

A teacher leader advisory team was formed with teachers and administrators representing all building levels. Team members represented the following areas: early childhood, special classes, elementary classroom teacher, special education, technology, TAG, ELA, math, science, and at-risk staff. Careful consideration was also given to include a mixture of new and veteran teachers and those with and without prior leadership roles.

Parents from each level were invited to provide input into the plan as a part of the planning team. Those that assisted looked at current district data, shared what the district does well and should continue doing, what could be improved, pros and cons of the plan, implementation considerations, and how the TLC grant could enhance parent-school connections.

Parents indicated using part-time coaches was preferred as they were unsure of how successful this would be. Parents also gave input on the program evaluation piece.

The Citizen School Improvement Advisory Committee also met to give feedback on the plan from a community perspective after looking at district data and engaging in dialogue what skills are critical when educating children for the 21 Century.

District administrators met with representatives of the North Kossuth Education Association to ensure active communication and a smooth transition provided the district is afforded the opportunity to put the plan in place. The NK representatives shared concerns from teachers about wanting to avoid full-time teacher leaders and model classrooms.

Planning grant funds were used to pay substitute teacher costs for members of the teacher leader advisory team. These team members were then able to meet and plan collaboratively, take part in classroom walkthroughs, and attend conferences. Money was also used to provide opportunities to hear from outside experts already engaged in teacher leadership put on by the School Administrators of Iowa.

Through the end of the year, as additional conferences and opportunities arise to learn about teacher leadership, they will be made available to staff. Plans are also in place to bring in leaders in another district currently going through a program review of their teacher leader plan to help us gain from their experiences and lessons learned.

Engaged Stakeholder Groups

As part of the planning process, the Teacher Leader Advisory Team spent time conducting literature reviews to help every member of our learning community reach a better understanding of to utilize teacher leaders for school improvement. Conversations were held regarding student achievement data resulting in a newly established mission for the district. Team members discussed and debated various models/structures that best meets the needs for Fort Dodge and aligns with this mission.

Protocols from the School Reform Initiative and processes were used throughout our planning process with administrators, teachers, parents and community members to ensure all voices in the room were heard.

Commitment and Support

School board  
Administrations

Teachers  
Staff  
Parents  
Community

Currently our district is very interested in and working toward improving the quality of instruction in every classroom. To support this cause, we truly believe that the concept of utilizing effective currently practicing teachers that the TLC program will provide this avenue.

Teachers:

Teacher Leadership is an excellent way for our district to provide opportunities for teachers to assume leadership roles. This will allow our teachers to grow professionally and create an atmosphere of collaborating and sharing that will benefit all students.

Parents:

I really think this has the potential to change the culture for the better.

It will be very important to choose teacher leaders wisely as they will have to know teachers' needs in addition to students' needs.

Community Members:

It seems to us that too often in education, teachers are given the key to a classroom and wished "good luck". We think this would strengthen the practices that occur daily.

## Narrative

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Using Part 2 application  
narrative from previous  
submission?\*

Yes

**Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)**

**State Goals:**

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

The knowledge we have about the increased expectations on our teachers and our school district in a global economy helps us create our vision of our Teacher Leader (TL) program. This will build a system of collaboration where teachers talk more about learning than about teaching and enjoy the challenge rather than retreating to "doing our best".

One goal of our TL program is to positively impact student learning by paying attention to specific subgroups (Special education, and ELL).

Specific goals for our TL program believed to have a positive impact on learning include:

1. Classroom instructional strategies improve through collaboration with coaches following a student centered coaching model based on student learning.
2. Teachers benefit from improved collaboration with peers and TLs and report an understanding of their role as change agent with recognition that student success and failure is a direct result of what we do.
3. Teachers improve their practice by engaging in high quality professional development including action research.
4. Teacher leaders recognize and participate in opportunities for professional growth through the support of the

## Teacher

## Leader program.

Teacher Leadership Roles will Support the TLC Vision and Goals by:

- Encouraging a positive culture that inspires, transforms, and sets high expectations for improved student achievement and retention of effective teachers
- Promoting a structured process in which every teacher collaborates to share the responsibility of fostering continuous school improvement
- Building a systemic approach to professional learning through research of best practices, reflective dialogue, and modeled instruction to improve teaching and learning
- Creating a fluid process of sustainable school improvement through multi-tiered teacher leadership opportunities and resources to strengthen teacher effectiveness
- Providing opportunities for professional growth for teacher leaders to promote and sustain effective teaching practices that will also be attractive to promising new teachers

## Local Context

Our district mission is to provide quality learning experiences and build relationships that develop productive citizens ready for their futures. As stated before, we know for this to happen in our schools, we must reach beyond the students who have excelled traditionally in our nation's schools. We will work to learn new structures and processes to learn innovative practices to ensure high levels of learning by all. In the words of Lisa Delpit, "True culture supports its people; it doesn't destroy them." We are on a journey to create a culture of collaboration and support.

## How our Plan Ties to the State's Goals

Goal 1: Competitive Salaries: To allow our teachers to earn a salary that is competitive in today's society.

Goal 2: Retain Effective Teachers: Our plan specifically address the needs of new teachers with no less than 90 minutes of coaching every week for every new teacher to the profession. Teachers new to North Kossuth will also get accelerated coaching during their first months of employment in our district. We believe that with a systemic approach to professional development and teacher leadership.

Goal 3: Promote Collaboration: Our district has made significant changes to our structures for collaboration and plans to make more changes to allow additional time for collaboration in the coming years. Collaboration is a number one priority for us as we understand that our PLC work in the hands of our professional teachers will be the driver to true school reform for our most needy students.

Goal 4: Reward Professional Growth: Teacher leaders are recognized as life-long learners and will be afforded additional opportunities to participate in professional learning, ensuring they can lead the work of the district. Our teacher leader plan provides multiple career pathways with choices for teacher leadership, giving teachers the opportunity to lead and advance.

Goal 5: Improve Student Achievement: The North Kossuth School District is committed to continued student achievement. While there is a focus on teacher leadership, NK understands that what matters most is the impact on students and whether or not our processes are having an impact on all of our students.

The knowledge we have about the increased expectations on our teachers and our school district in a global economy helps us create our vision of our Teacher Leader (TL) program. This will build a system of collaboration where teachers talk more about learning than about teaching and enjoy the challenge rather than retreating to "doing our best".

Using Part 3 application  
narrative from previous  
submission?\*

No

**Part 3 - Describe how the TLC plan will connect to, support and strengthen the district's key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)**

The district currently has identified the following as **district initiatives**:

- Balanced Literacy (ELI)
- Assessments and Data Used from Assessments within MTSS
- Iowa Core Implementation



- CGI Math
- PBIS Building Wide

**Balanced Literacy:** This is currently a focus of the elementary and the regulations that came from the Early Literacy Initiative guidelines. A lead team has somewhat begun to form based on the guidelines but it is still a work in progress. As part of the process of digging into the state's recommendations, the elementary was part of a Balanced Literacy Project based on the C4K building blocks and the consensus questions. The teachers completed an audit of themselves and the current reality of the building and the lead team worked to determine where the district was at within each of those building blocks. The data will be reviewed and professional learning will be centered around what teachers are saying they need to be successful with students. The instructional coach and lead/model teachers will play a critical role in the implementation of this learning. They will meet with their PLC's to discuss common learning and also communicate to the instructional coach where more learning needs to occur. This will set the teachers up for successful learning opportunities to grow themselves professionally.

**Assessments within MTSS:** As an additional part of the ELI implementation process, assessments and their uses when identifying children to need additional support has become an important issue. The elementary is working on creating a strong Multi-Tiered System of Supports for both teachers and students. The strength of this is dependent upon knowing students' data, what they need, and who the best resource would be. Meeting times have been established for teachers who have concerns about students academically to meet with a team and receive some support for that child's learning. This has to be based on data. The instructional coach will be another support for teachers as he/she will assist in analyzing the data and supporting how to make instructional decisions based on that data. TLC leaders will assist in strengthening the MTSS for the district.

**Iowa Core Implementation:** The district is currently wanting to look at how Iowa Core is being implemented and how it aligns to core instruction materials that are used. This is in the beginning stages but having the support from teacher leaders will allow this to move forward at a quicker pace. The TLC team can spend some time looking at the best way for this to occur and how they can aid teachers in the process.

**CGI Math:** The district currently has 80 percent of the staff trained in CGI (Cognitively Guided Instruction). 15 percent are in the process of receiving the 3 years of training, and 5 percent (1 teacher) has not started but will begin during the summer of 2016. The TLC team will plan and support the monthly math PLC time. Through collaboration, sharing of CGI strategies, and feedback teachers will systematically work together to strengthen their CGI instruction.

**Building-Wide PBIS:** The district is in its 4th year of PBIS (Positive Behavior Interventions and Supports). This initiative is our building-wide MTSS System for behavior. We have a MS and an Elementary PBIS team that try and find time to meet, look at data, share with teachers, support teachers through observation and feedback, along with setting up building and district PBIS activities, rewards, etc. The TLC team would take some if not most of the responsibility off of the teachers. At this time the current team does not have time set aside in their week for them to do what is necessary for PBIS to be implemented with integrity.

#### Using Part 4 application

narrative from previous submission? **Yes**

**Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)**

We analyzed the effectiveness of our district's current mentoring and induction program using guidelines established by the Iowa Code, district teacher retention data, and exit surveys completed by mentors and new educators. This data also helped us determine gaps that we might address to improve entry into the teaching profession and into the North Kossuth Community School District.

Strengths of current program

- Research-based program focused on the Iowa Teaching Standards (ITS)
- 1 to 1 peer coaching
- Reflective practice
- Locally developed seminars address the 8 ITS with the flexibility to incorporate district initiatives
- Monthly seminars provide opportunities to connect with others and for broadened perspectives

Weaknesses with Ideas for Improvement

- Monthly seminars are a large group structure
- Personalize learning through smaller groups
- Integrate district & building initiatives through elementary & secondary groups
- Mentoring conversations are often focused on problem-solving and management issues rather than instruction
- Build instructional capacity of new teachers (Instructional Coach)
- Reflective conversations about teaching & learning (IC, mentor)
- Support for classroom management (IC, mentor)
- Guidance for district and building level procedures (mentor)
- Mentors/mentees aren't necessarily located in the same building
- Selection process for mentors
- Mentors located in the same building
- Mentors perform similar job/duties (grade level, curriculum area)
- Limited time with structured supports, coaching opportunities
- Focus on professional development, building of capacity in order to retain teachers in the profession
- Job embedded learning & support
- Lack of emphasis on the use of student data for instructional decision-making
- More focus/training for new teachers on the use of data to make instructional decisions, programming decisions

We will utilize our mentor coaches, instructional coaches, and mentors to improve entry into the profession and provide a system of supports for new educators. We have defined the layers of support that will be provided by our teacher leaders by including the effective components of our current mentoring and induction program and by addressing the gaps that were identified. Not only will this plan allow us to improve the experience of those new to the teaching profession, it will also help us to better meet the spirit of the law.

How we will utilize teacher leaders & additional funding to accomplish these goals (specifically the goal of improved entry into the profession)

Mentor coaches

- Provide explicit connections amongst district practices and the professional standards for educators
- Mentor training

Support for instructional coaches working with new educators  
Instructional coaches

- Increased coaching opportunities for new educators using a 5-year gradual release model
- Observations, modeling, coaching, & feedback regarding instruction & student learning
- Use of student data for instructional decision-making

Mentors

- 2 years of support
- A "neighbor" in the same building
- Management component (daily demands/management issues, building procedures/routines, building culture)
- Communicate with coaches/mentor coaches to build capacity of new educators

- Peer observations, reflective conversations
- Initial resource for curriculum, instructional strategies, Iowa Teaching Standards, Iowa Core resources, and classroom management

Analysis of current program

In surveys regarding program review of our mentoring program, teachers overwhelmingly report that they would like the observations to happen more often and with more immediate feedback. This has been a strong driver in our decision to use instructional coaches with scaffolding support for new teachers to improve the overall professional capital of our district.

Approximately one-fourth of teachers who left our district in the last five years were in the first five years of their career. This plan addresses the need for a strengthened professional support system. School systems often have many teachers and very few formal leaders. This system will eliminate that sense of isolation that is often felt from the classroom perspective by offering collegial, non-evaluative insight and support.

## Narrative

Using Part 5 application narrative from previous submission?\*

No

**Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)**

**Please include the following information in your narrative:**

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

### Model 2: Instructional Coach with Teacher Leaders

Position	Description	Percentage, Contract, Salary
<b><u>Instructional Coach</u></b> 2-- positions <i>Elementary Middle School</i>	<ul style="list-style-type: none"> <li>• Oversee and monitor implementation of the Teacher Leader Program</li> <li>• Attend <b>Professional Learning Communities</b> as schedule allows</li> <li>• Provide observation and coaching for teachers</li> <li>• Assist in the planning and implementation of Professional Development</li> <li>• Compile and analyze data to support teachers in making instructional decisions based on data</li> <li>• Review curriculum</li> <li>• Meet biweekly with administration to communicate successes and areas that need improvement</li> <li>• Meet twice monthly with Teacher</li> </ul>	75% Teaching 25% Instructional Coach  3 additional contract days  Stipend:\$4,000 per position

	Leaders to discuss supports teachers need and coaching schedules	
<b><u>Curriculum Coordinator</u></b>	<ul style="list-style-type: none"> <li>• Review current curriculum</li> <li>• Supporting the instruction in the classroom to review if there needs to be a change</li> <li>• Plan and support professional development around curriculum as needed</li> <li>• Reviewing data to make decisions about curriculum</li> <li>• Communicate with administration on district reports related to curriculum and standards</li> <li>• Assist in the Iowa Core ongoing implementation</li> </ul>	60% Teaching 40% Curriculum Coordinator  5 additional contract days  Stipend: \$6,000
<b><u>Model Teacher Leaders</u></b> 4 positions 2 Elementary 2 Middle School	<ul style="list-style-type: none"> <li>• Lead Professional Learning Communities in the use of data to determine areas of support needed for instruction</li> <li>• Assist in the planning and delivering of professional learning as well as the on-going implementation of learning in the classroom to support the learning of all students.</li> <li>• Meet twice monthly with the Instructional Coach to communicate what supports and coaching opportunities teachers are needing</li> <li>• Meet monthly with the Teacher Leader group discuss the system as a whole and look for commonalities for professional learning</li> <li>• Mentor new teachers to the building so that all teachers feel supported and successful (see description below)</li> </ul>	90% Teaching 10% Teacher Leader  3 additional contract days  Stipend:\$2,500 per position
<b><u>Mentor Teacher</u></b> To be fulfilled as part of the Model Teacher Leader Role	Meet for half a day to begin the school year to discuss school initiatives and expectations and to begin planning with the new teacher. As the year progresses, bi-monthly meetings will occur to answer questions the new teacher may have on instruction, assessments, parent involvement, grading, etc... If additional support by a new teacher is needed, the mentor teacher will support as needed or as directed by administration. A half day reflection meeting will occur at mid to end of year as an opportunity for the new teacher to share strengths and successes as well as areas that need improvement and how those areas can be addressed (taking a class, reading a certain professional book, evaluate the program etc...)	95% Teaching 5% Mentor Teacher  2 additional contract days  Stipend:\$500.00 per position

**b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.**

Based on the descriptions listed in the table above, the instructional coach and model teachers will be meeting as a teacher leader group at least monthly with more frequent bi-weekly meetings probable.

That will be determined by the level of understandings the teachers are having about the learning they are to be implementing during a set period of time. Teachers need to feel and deserve to be supported.

The instructional coach will work with the lead/model teachers to determine who is needing the most support and how that support can be given. The model/lead teachers will be meeting weekly with their PLC's and will know who is needing that support. An elementary lead team has begun to establish as a result of the Early Literacy Implementation guidelines and the teacher leader model will allow for that to continue and grow. The process has been started and now the conversations can be held that will lead to strengthen instruction that ultimately improves student learning.

The mentoring program with the district could be strengthened, therefore the opportunity for the mentoring position is exciting for the district. North Kossuth wants the best teachers teaching their kids and knowing new teachers need support and collaboration, this position will allow for a more systematic program to be put in place to reduce teacher turnover rates.

A substitute teacher and retiree within the district will be utilized to cover the days and ½ days when the instructional coach will be in classrooms and implementing the coaching model with teachers for the first year. This will be reflected upon and the end of the 2016-2017 school year to consider the possibility of hiring a position; based on how often the coaching needs to occur. It will be an option to consider in the future to grow the district.

Upon reflection of the positions created, an exciting opportunity arose. To fill the roles that the instructional coaches, curriculum coordinator, and teacher leaders will now be taking, an additional teaching position will be needed. The roles associated with this position will be finalized after the selection process has occurred for all roles.

**Using Part 6 application narrative from previous submission?\***

Yes

**Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)**

**Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:**

**a) Prior demonstrated measures of effectiveness.**

**b) Prior demonstrated professional growth.**

Currently, our district leadership team is made up of only four teachers that meet four times a year. With TLC implementation, we will have a larger, more representative leadership team of 8 teachers and be able to meet monthly. Giving more teachers leadership roles will strengthen our school and student learning. As the years progress, more teachers will have greater exposure to research-based, best practice methods. Confidence, as well as commitment to the district goals, will be strengthened, resulting in students who are better problem solvers and strong leaders who are ready to make a positive impact on society and the world.

**Selection Process**

Upon receipt of grant funds, the selection review committee will implement a rigorous selection process.

The selection committee will

- be balanced - made up of two teachers (one represented from each building) and two administrators
- be composed of staff members not applying for a leadership position
- have three years teaching experience with at least one year in the NK District
- be selected from a list of teachers who have been recommended by their colleagues

Interested applicants for leadership positions will be provided with a Google Form to apply for each role in which they are interested. The Google Form will include job description, time commitments, stipends for each leadership role, and specific questions aligned to each leadership position.

#### Selection Criteria

The administrators (superintendent and principal) will be responsible for the initial screening of applicants based upon the criteria for each position. The selection criteria for teacher leadership positions will be based on, but not limited to, the following criteria from the Boston Teacher Leadership Certificate Program:

- Three years teaching experience and one year experience in our district
- Ability to define problems, collect, review and analyze data, establish facts and draw conclusions
- Experience with and/or ability to work well with other adult educators
- Applicants should provide a narrative of their vision and action plan for the leadership role of interest
- Applicants need to describe how their role will benefit the education of students and how this will translate to the various grade levels
- Ability to apply knowledge of current research and theory in the field (research supported best practices)
- Excellent facilitation, organizational, oral, and written communication skills
- Demonstrates success as a creative problem solver
- Candidates will have demonstrated a high level of teacher effectiveness prior to application as evidenced by administrator evaluations
- Candidates will have demonstrated the willingness to grow professionally prior to application as evidenced by administrator evaluations.

The selection committee will accept and review applications for assignment or reassignment to a teacher leader role and shall make recommendations regarding the applicants to the superintendent of the school district. Position re-opens for qualified applicants at the end of each year. Incumbent teachers may reapply, but after three years of service, the preference is for a rotation of roles.

A specific rubric will be developed for use in the selection process. Below is an example. (Credit to the Danielson Model)

#### Mentor + Curriculum & Professional Development Leader

##### Component Distinguished Proficient Basic Unsatisfactory

Identifies the instructional improvement needs of the teachers served

Specialist proactively seeks additional knowledge about each teacher's instructional improvement; needs to understand how to best support teachers in implementing the school's programs.

Specialist knows the instructional improvement needs of the teachers served.

Specialist has limited knowledge of the teachers' instructional improvement needs.

Specialist has little to no knowledge of the instructional improvement needs of the teachers served.

#### Annual Review of Assigned Roles

Teacher leadership effectiveness will be evaluated through professional development feedback forms and using "Indicators of Proficiency," such as the samples below.

#### Sample Indicators of Proficiency

- Mentor/Curriculum and Professional Development Leader has observed the instructional practices relative to a research-based framework.
- Mentor/Curriculum and Professional Development Leader has identified the levels of performance of the teachers relative to the framework.
- Mentor/Curriculum and Professional Development Leader has collected and analyzed instructional data through walkthroughs.
- Mentor/Curriculum and Professional Development Leader has assessed the demands of the school programs.

Teacher leader effectiveness and professional growth will be determined through staff feedback following professional development and through Individual Career Development Plans (ICDP). Teacher leaders will have 2-3 SMART goals related to their leadership role identified on their ICDP. Those goals would be evaluated to measure progress. ICDP recognizes professional growth because these self-selected goals point out areas targeted for growth and are then monitored as part of the teacher evaluation process.

Currently, feedback is collected after each professional learning session to determine and evaluate the professional growth of our teachers. This feedback will also be used in the evaluation of teacher leaders.

## Narrative

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Using Part 7 application  
narrative from previous  
submission?\*

Yes

**Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum)**

**Please include the following information in your narrative:**

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

*Click here To access the Iowa Professional Development Model page.*

### ALIGNMENT TO IPDM

The Iowa Professional Development Model (IPDM) focuses on improving student learning and engages all educators in collective professional development. Teacher leaders will be charged with providing a structure for focused professional development that is collaborative and directly supports the Comprehensive School Improvement Process (CSIP) goals for student achievement.

#### Collecting and Analyzing Student Data

The District Leadership Team (DLT), which will be comprised of administrators, mentors, model teachers, and our Curriculum and Professional Development Leader (CPDL), will work together to analyze student data and needs that can be met through alignment of professional development. Formative and summative assessments will guide us in determining the needs of our students. Mentor and Model Teachers will play an integral role in developing and delivering instruction that can improve achievement related to data analysis.

#### Goal Setting

The DLT will work specifically with the CPDL in monitoring explicit and concrete district goals for professional development. Goals will be developed through data analysis of Iowa Assessments, ELI, Iowa Youth Survey, ACT, end-of-course assessments, post-high school surveys, and Dibels. We examine research-based strategies that will have the greatest impact on our student achievement goals.

#### Selecting Content

The DLT will choose content that is evidence-based and will accomplish the prior goals set for student learning. The process for selecting content will include:

- A review of research on curricular and instructional innovations with a history of success in the areas identified for student improvement
- A review of current knowledge and practices in the district/school
- Alignment with the Iowa Teaching Standards
- Documentation that the practices are supported by scientifically-based research\*

\*Credit to IPDM

#### Designing the Process

The DLT (which is made up of the teacher leaders) will ensure that teachers have adequate opportunities to learn and implement new curriculums, instructional strategies, and assessments. Professional development design will

establish time for teachers to collaborate with peers within and outside the district.

#### Ongoing Cycle

The mentor and model teacher play a strong role in the ongoing cycle of professional development. They will oversee the transfer of new learning into the classroom, engage in peer coaching, and ensure that teachers are getting the chance to observe each other as they implement the new learning. The DLT continue to assess and adjust for future planning of learning opportunities.

#### Program (Summative) Evaluation

The implementation and success of our Professional Development involves the input and assessment of all stakeholders. Evaluation of our professional development program is based on two factors:

- Content was implemented as planned
- Students acquired the desired knowledge/skills/behaviors.

Success of professional development implementation is also measured through summative assessments.

- Iowa Assessment - (3-8)
- Early Literacy Initiative (ELI) - (PK-6)
- Indicators of Individual Growth and Development for Infants and Toddlers (IGDI's) - (Preschool)
- Formative Assessment System for Teachers (FAST) - (K-8)
- Reading assessments - (K-8)
- Alternate Assessment

#### Selecting Content:

Content is selected by analyzing various assessment data. Students and teachers meet 1:1 to set goals and formulate a plan to meet those goals. The assessment data will determine the path of professional development.

#### Training/Learning Opportunities:

Professional development opportunities will occur at the district and building level. Being in a small district, it is easier for staff to collaborate district-wide. Through the use of TLC funds, Mentor Teachers and Model Teachers can demonstrate or share best practice strategies. The CPDL will plan instructional opportunities for staff to develop lessons exemplifying these strategies.

#### Collaboration/Implementation:

Mentor teachers will observe mentees as they strive to implement research-based strategies. Model teachers will serve as exemplary instructors of research-based strategies. Opportunities for collaboration with model teachers from other districts, through visual observation or technology, will be pursued.

#### Formative Evaluation:

Formative evaluations are developed through feedback from teachers following each monthly PD session. For example, as rigor and relevance are integrated into instruction, teachers will provide evidence of questions using Bloom's taxonomy.

Questions and student responses will be shared.

#### Summative Evaluation:

Iowa Assessment data will be used to identify and target areas of growth. Teachers will develop instructional strategies to address areas of concern. Teacher leadership may also be evaluated through:

- lesson plans which include examples of research based strategies
- climate surveys
- classroom observations and walkthroughs

Using Part 8 application  
narrative from previous  
submission?\*

No

#### **Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)**

**a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.**

**b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.**

The district will continuously keep the goals set in mind. The **goals** are:

- Classroom instructional strategies through collaboration of coached following a coaching model
- Teachers benefit from improved collaboration with peers
- Teachers improve practices by engaging in high-quality PD including action research
- Recognize and participate in opportunities for professional growth

An end of the year review will be used to evaluate the successfulness of the program. This will include asking for the input from teachers on their thoughts of the program as well as looking at student data to determine areas of success and possible areas of improvement. The administration will create a survey for all teachers, including the teacher leaders, about the program. There will be an additional survey and the teacher leaders will not complete that survey. This will give teachers the opportunity to share their



thoughts on working with the instructional coach and PLC model/teacher leaders. The people in these leadership positions need to be the right ones for the job. These surveys will allow administration to know what needs to occur to strengthen the learning for all. Are there classes in leadership the teacher leaders need to be part of? Are their conflicts within personal that are getting in the way for the program to be successful? What else needs to be added to the roles and duties of the leaders? Do additional roles need to be created based on the current demands of students and student learning?

The data from these surveys will be compiled by administration, analyzed, and shared with all teachers. From there, additional conversation can occur based on the results of the teacher data. If new positions need to be created on new people assigned to different position, the administration will meet to determine the steps needed to take and how that process will be communicated to staff. Administration will also determine if an amendment to the TLC grant will need to be placed after the reflection of teachers has been received.

In addition to having teachers and teacher leaders reflect upon the program, student data will be used as well. Some of the data used will be FAST screening and progress monitoring, MAP testing, Iowa Assessments, and data from student profiles that were created throughout the year. The following questions will be used to guide that discussion:

- What does the formative and/or the summative data suggest about the effectiveness of the program?
- Looking at the data points, what might be concluded about the effectiveness of the program at this time?
- What is the recommendation about the program? (List any systemic changes, staff modifications, guideline changes or budgetary considerations)
- What could be added to make this program be more successful for student achievement?

The results from this discussion, along with the teacher survey data from above, should give the administrative team enough information to determine the next steps or changes to the teacher leader program. Additional outside sources, such as local AEA supports, will also be used in this process. They may also be part of the discussion of what needs to be changed and how based on observations different consultants have made over the course of the year.

Accountability is needed for a program of this magnitude to be successful. Administration will be monitoring the PLC logs and agendas to guide the meetings between administration and instructional coaches and lead teams. If there is a breakdown in the system, administration will immediately probe into where the breakdown occurred and how to make adjustments moving forward.

Using Part 9 application  
narrative from previous  
submission?\*

Yes

**Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)**

Sustainability

Our district will ensure the goals of our Comprehensive School Improvement Plan, our School in Need of Assistance plans, building improvement plans, and our district growth goals will be interwoven with all facets of our TLC program resulting in a systemic approach to school improvement. Aligning the TLC program with our continuous school improvement initiatives will ensure the success and sustainability of our program; not just provide short term support.

## Past Successes and Future Vision

Our ability to implement and sustain our TLC program is based on evidence from successful implementation of past initiatives. Through the collaboration of administration and teacher leadership, our district has successfully implemented a Positive Behavior Interventions and Support program. The implementation and then the realization that the 1 to 1 Ipad initiative wasn't working. Our district has ensured collaboration as a means for improvement by requiring all teachers to participate in PLCs.

MTSS/RTI is in its infancy in our district. As we solidify our guaranteed and viable curriculum, we foresee our TL's playing an integral role in the development of a system to provide students the individualized education they need. TLs will be responsible for delivering professional development and implementation of strategies that ensure our students have access to the robust core reading program required of the Early Literacy Implementation code.

## Key District Personnel

The successful implementation of our TL plan will be tantamount on hiring high quality teachers who will carry out their TL roles with fidelity, sharing the responsibility of successful execution of our plan with district administrators. Without an understanding of how all TL positions are interrelated, it will be difficult to create a culture of continuous improvement that is systemic in nature. Our TLs will need to understand how their roles tie into all levels of both district-level leadership and teacher leadership to maximize the effectiveness of the TL program. All district stakeholders will be expected to put students' needs rather than the teachers' needs at the forefront of every conversation.

### Superintendent

- Support the TLC program and ensure that the district calendar allows time for meaningful conversations, reflection, and problem solving
- Provide communication to the Board of Education and community about the TL program

### Building Principals

- Collaborate with TLs and other administrators to support alignment of district goals
- Manage and foster collegial relationships among the adults in the school by stating expectations explicitly, modeling collegiality, rewarding those who behave as colleagues, and protecting those who engage in collegial behaviors (Warren-Little, 1982)
- Engage in the learning that is taking place among the teachers
- Collaborate with the BLT members to support the goals of each building
- Assist in the selection of TLs
- Monitor the accountability of the work of the PLCs with PLC leaders
- Help teachers navigate through the change process

### Director of Curriculum

- Coordinate the implementation and execution of the TL program
- Ensure TL roles and assignments align with district goals
- Share in the process of recruitment, selection, and retention of TL
- Work closely with the PF, and communicate regularly with other TL to ensure the vision of the TL program is executed
- Define and revise the job descriptions of the TLs as needed
- Coordinate the professional development of the TLs
- Oversee the collection and analysis of data on the TL program and its impact on student achievement
- Communicate with the Board of Education and the community about the TL program
- Work with business manager to monitor the TL budget
- Communicate with curriculum facilitators on an as-needed basis to monitor the implementation and evaluation of new curriculum

### Program Facilitators

- Assist in the delivery of professional development of TLs
- Collect and analyze data on the TL program and its impact on student achievement
- Meet frequently with TLs to evaluate the effectiveness of the TL roles
- Fulfill all roles and duties of the full-time TLs
- Along with the Director of Curriculum, foster a "culture of coaching"

### Teacher Leaders

- Work closely with PLCs and individual teachers through modeling, observation, reflections, workshops, book studies and action research to improve student achievement
- Collect data to facilitate analysis of the TL program's effectiveness
- Build trust and positive relationships with teachers
- Provide sustained and continuous support through the change process

## Assurances

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Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

**Minimum Salary** – The school district will have a minimum salary of \$33,500 for all full-time teachers.\* Yes

**Selection Committee** – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.\* Yes

**Teacher Leader Percentage** – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.\* Yes

**Teacher Compensation** – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.\* Yes

**Applicability** – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.\* Yes

## Part 10 - Budget Items

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	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$70,000.00

Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$8,000.00
Amount used to provide professional development related to the leadership pathways.	\$6,423.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan.	
<i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$84,423.00</b>

## Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

**Certified Enrollment Number\*** 270.0

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

**District Enrollment-Based Allocation** \$84,423.60

**Total Allocation** \$84,423.60

## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

## Total Allocation Budgeted

**Total Projected Amount to be Expended** \$84,423.00

*If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.*

**Remaining Allocation to be Budgeted** \$0.60

## Budget Alignment

**Using Part 10 application narrative from previous application?\*** No

**Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)**

North Kossuth is a rural district with a small staff. NK has created a competitive teacher salary schedule to recruit and retain qualified teachers, with much success. Three-fourths of our staff has been here 5

or more

years; one-third 15 or more years.

The TLC plan will only enhance and extend the culture and climate of collaboration that NK is working hard to develop.

The TLC goals include:

- 1) Increase leadership opportunities for career teachers;
- 2) Develop short-term professional learning opportunities utilizing teacher leaders;
- 3) Increase opportunities for teachers to collaborate and learn from each other;
- 4) Strengthen assessment and instructional practices to increase student achievement; and
- 5) Develop long-term professional learning opportunities for all teachers. The instructional coach, model teacher, and mentor will serve to help Stratford reach its

TLC goals.

TLC Budget (\$84,423.60)

Stipends for Teacher Leaders (\$70,000)

Instructional coaches

will assist teachers in analyzing student achievement data and developing a multi-tiered system of supports to address needs. The instructional coach will also work with the building administrator to plan, organize, and implement PD to strengthen instructional practices.

Instructional Coaches:

Will contribute to professional growth by modeling examples of high quality instruction for teachers to observe.

They will be responsible for implementing district initiatives and demonstrating high levels of instructional expertise. 2

Model Teachers: (8,000.00)

Will serve as models of exemplary teaching practice, collaborate, plan, and coach initial teacher.

Mentor Teacher (as needed): \$

Institute & Professional Development

(\$6,423.00)

Total Plan Expenditures (\$84,423.00)